

“I know the feeling!” – Wortschatz zu den Themen „Gefühle“ und „Beziehungen“ erweitern (Klassen 9/10)

Nach einer Idee von Dorothea Buschmann, Möhnesee

Die Materialien

M 1: What do you see?

M 2: So many emotions

M 3: Good or bad emotions?

M 4: From good to better, from bad to worse ... – different states of emotions

M 5: Quick reaction game – inventing situations and events for an emotion

M 6: Emotions and body language

M 7: Emotions as nouns: Playing memory

M 8: Some psychology: overcome by emotions – who can help?

M 9: Describing your emotions – treasury of words

M 10: “Emotional idioms” – gap filling activity

M 11: “I love you – I hate you – I can’t live without you”: Emotions in pop songs



Anhand motivierender Bildimpulse und spielerischer Aufgaben erweitern die Schüler ihre Ausdrucksmöglichkeiten rund um das Thema „Gefühle“.

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Das Wichtigste auf einen Blick

Kompetenzen:

- den Wortschatz zum Thema Gefühle erweitern und anwenden
- die kommunikative Kompetenz durch Diskussion, Spiel und kreatives Schreiben trainieren
- den Ausdruck von Gefühlen, ihrer gesellschaftlichen Akzeptanz, der geschlechtsspezifischen und kulturellen Unterschiede reflektieren
- kurze lyrische authentische Texte zum Thema Gefühle und Beziehungen interpretieren

Dauer:

2–6 Unterrichtsstunden, je nach Auswahl der Materialien

Niveau:

Klasse 9/10

Einbettung:

lehrwerksunabhängig einsetzbar

M 2

So many emotions

Here are some emotion words you will work with in this unit.



confusion	hope	boredom
love	guilt	shame
curiosity	excitement	disgust
pain	impatience	sadness
peacefulness	depression	embarrassment
fear	happiness	surprise
anger	loneliness	pride
joy	frustration	sense of loss

M 6

Emotions and body language

Task

For the following emotions, explain how people show them and describe the body language that goes with them.

TIP



Use your dictionary to find verbs that are often combined with these body parts to express emotions.

Think of the following parts of our body that get involved:

eyes – eyebrows – mouth – head – shoulders – hands – feet – walk

EXTRA

In small groups, act out different emotions. The other group members guess which emotion it is and why they think so.

fear 	love 	guilt 	shame 
excitement 	confusion 	sadness 	peacefulness 
joy 	anger 	depression 	pain 
pride 		curiosity 	

Illustrationen: Liliane Oser

M 10

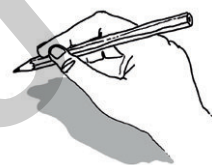
“Emotional idioms” – gap filling activity

There are many idioms dealing with emotions. Here are some examples.

(to) pour one's heart out to so.
 (to) be bored to tears
 (to) make someone's day
 (to) be frozen with fear
 Shame on you/him/her!
 It's not the end of the world!
 (to) be head over heels in love with so.

Task

Find an appropriate idiom for the following sentences and put it in the right form and tense. If you do not understand the idioms, look them up in your dictionary. You do not need all of them.



- Thanks for the compliment. You really made me happy, in fact, you _____! _____
- How dare this politician say that most people who are out of work are lazy? I'm sure HE never had to queue for a job. _____!
- Marcia's boyfriend insisted that she would come along to the cinema although she had seen the film three times. She _____, of course, and fell asleep on his shoulder.
- When Stephen heard those weird sounds in the middle of the night, he was so scared that he was unable to get up and find out what was going on in the house. The poor man _____.
- The moment she saw him she knew: this is the man I want to spend the rest of my life with. She _____.
- Poor Mary is so depressed. I wish she could express her feelings and troubles freely, but I am afraid there is no one she can _____.
- Oh come on, you'll take another driving test next month, have a couple of lessons first, and then you'll be ok. So many people fail the first time! You feel bad now, but really, _____!

“I love you – I hate you – I can’t live without you”: Emotions in pop songs

The following lines are taken from well-known timeless pop songs. They all deal with strong emotions.

Tasks

1. a) Describe the **underlying emotion** of each text.
b) Explain the **situation** the person is in or the experience he or she made. Give references from the text.
c) Look out for **metaphors** and explain their meaning.
2. Imagine the singer wanted to write a text message to the other person – what would he or she say to describe the feeling? You may use SMS language and spelling.
3. Have you, or somebody you know, had this experience in life? Speak about the situation with your partner.
4. Decide which of these texts you like best and explain why. What are your partner’s favourites?
5. Choose one of the situations from the songs and prepare a sketch with your partner.
- EXTRA** 6. Find other lines from pop songs you know that express strong emotions.

Metaphor: describes a person/ an object by referring to something with similar characteristics.
Examples: The mind is an ocean.
The city is a jungle.

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Michael Jackson, the ‘King of Pop’

① *In Our Darkest Hour
In My Deepest Despair
Will You Still Care?
Will You Be There?*
(Michael Jackson, *Will you be There*)

② *At first I was afraid I was petrified
Kept thinkin' I could never live without you
by my side;
But then I spent so many nights
Thinkin' how you did me wrong
And I grew strong
And I learned how to get along
And so you're back from outer space
I just walked in to find you here with that
sad look upon your face
I should have changed that stupid look
[...]*

(Gloria Gaynor, *I will survive*)



Gloria Gaynor

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